

THE CONTACTS OF CIVILIZATIONS

has also increased the cost price. All the profit has thus been taken* out of mother-of-pearl incrustation, formerly one of the finest Tonkinese products. The whole problem of art training is linked to the question of markets. The government cannot indefinitely subsidize the artists it has encouraged and trained to revive their country's arts, no matter how worthy such an aim may be in principle.

PRIVATE EDUCATION

Mission schools are by far the most important form of private education, but only since the War have they branched out into secondary education. The numerous seminaries for training the native give neither vocational nor secondary education. A sprinkling of Burmese, and Chinese schools, notably the Franco-Chinese at Cholon, with the group of Annamite vernacular schools

the private school system. In 1924 all such institutions were under government supervision, which claims to confine itself to regulations and diploma requirements for teachers. In the schools there is an additional supervision designed to

anti-French propaganda, though this is practically impossible in view of the linguistic difficulties. In 1930 there were enrolled in schools 45,211 pupils, and about 34,000 of these were in establishments. Chinese schools had 10% students*. The number of children receiving instruction in private 60,151.

Anti-clericalism in the colony culminated in the case of the school system under Beau, but in the far

rapid. In 1902 an attempt was made to found a school to propagate French education in the colony. It was the remarkable Jules Ferry Normal School which

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